



Appendix 1

SILABUS PEMBELAJARAN

Nama Sekolah : MA Ismailiyah Nalumsari Jepara
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Membaca 11 Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk <i>recount</i> , <i>narrative</i> dan <i>procedure</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks tulis fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<i>identify the structure of recount texts;</i> Meeting a Star On Saturday morning at 9:30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca 	Quiz Ulangan tertulis	2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>wanted me to have it, so I took it. I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive!</p> <p>Answer these following questions based on the text in</p> <ol style="list-style-type: none"> 1. Where was the writer? 2. What was he doing? 3. What did the man ask the writer? 4. How was the man's character? 5. Did the writer help the man? 6. What did the writer decide to buy? 7. What did he find in his wallet? Explain. 							

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
		8. How was he when he knew who the man was?							
	11.2 Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>recount</i> , <i>narrative</i> , dan <i>procedure</i>	<p>Teks tulis monolog/esei sederhana berbentuk <i>procedure</i>, contohnya ;</p> <p>THE HOLE GAME Materials needed:</p> <p>Two players, one marble per person, a hole in ground, a line (distance) to start from.</p>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks <i>narrative</i> secara individu Mendiskusikan berbagai aspek dari teks seperti isi dan struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>past tense</i> untuk menyatakan peristiwa dan kalimat <i>imperative</i> untuk menyatakan petunjuk. 	<ul style="list-style-type: none"> Mengidentifikasi makna dalam teks <i>procedure</i> Mengidentifikasi langkah-langkah retorika dalam teks <i>procedure</i> Membaca nyaring teks <i>procedure</i> Menulis teks berbentuk <i>procedure</i>. 	Quiz Ulangan tertulis Tugas	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Appendix 2

LESSON PLAN 1

School : MA Ismailiyyah Nalumsari Jepara
Subject : English
Class/semester : X / 2
Time Allocation : 2 x 45 minutes
Material : Recount Text

A. Standard Competence

Reading

Understanding the meaning of functional text and short simple essay like recount, narrative, and procedure in daily activity in context and to assess knowledge

B. Basic Competence

Basic Competence

Responding the meaning and rhetoric accurately, fluently and acceptable in very simple essay that related with close environment in form of *recount, narrative and procedure*.

C. Indicator

- Identifying the communicative purpose of the recount text
- Identifying the meaning of the sentences in the recount text
- Identifying the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

D. Objective of Learning

After the students study recount text, they will be able to:

- Identify the communicative purpose of the recount text
- Identify the meaning of the sentences in the recount text
- Identify the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

E. Character Building

Confidence

Curious

Disciplines

Responsible

F. Material

My Day

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Read the text and choose the correct answer to the following questions.

1. What happened to the writer yesterday?

- a) He has a terrible day.
- b) He gets a terrible day.

- c) He had a terrible day.
- d) He got a terrible day.

2. Why did he wake up an hour late?

- a) Because he didn't set alarm clock.
- b) Because his alarm clock didn't go off.
- c) Because he didn't see alarm clock.
- d) Because his alarm clock didn't work.

3. What did he do after having breakfast?

- a) He got dressed so quickly that he forgot to wear socks.
- b) He wore socks so quickly that he forgot to get dressed.
- c) He ran out of the house trying to get the 9:30 bus.
- d) He burned his hand when he was making breakfast.

4. How far did the writer walk?

- a) He walked for two miles.
- b) He walked for three miles.
- c) He walked for four miles.
- d) He walked for five miles.

5. What does the writer hope?

- a) The writer hopes to discover that it was Sunday.
- b) The writer hopes to take a taxi.
- c) The writer hopes he never had a day like yesterday.
- d) The writer hopes that yesterday will be better.

My family and I went on a recreation to Solo. We went there on Monday by car. We stayed at grandparents' house.

On Tuesday we interested went to Tawangmangu. We enjoyed the scenic view with its waterfall and had lunch there. We had traditional foods like gubahan, tempe bacem, fried fish and fried chicken. Then we continued our trip to Taman Jurug.

The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went **sightseeing** the town.

On Thursday morning, **we** said goodbye to our grandparents and went home. I really enjoyed my holiday. It was fun

6. *What did the writer and his family do on Wednesday evening? They....*

- a. Had shopping at Klewer Market and Solo Grand Mall
- b. Saw many kinds of historical heritage of the palace
- c. Bought some souvenirs for the writers cousins
- d. Went sightseeing the town

7. *'On Thursday morning, we said goodbye.....' The word we refers to....*

- a. The writer
- b. The writer's parents
- c. the writer and his family
- d. the writer and his grandparents.

8. *'In the evening, we went sightseeing the town.' The bold typed word is closely in meaning with...*

- a. Going around
- b. Having dinner
- c. going shopping
- d. watching a movie

. Last week, Valerie and her friends from SMP Perdamaian Surabaya, learned how to make donut in Ring Master Donuts and Coffee at Tunjungan Plaza, Surabaya.

First, they listened to the story of Mister Ringo, the baker, and soon they had a trip to the kitchen. The baker showed them how to shape the donuts, to restore, to fry and add the donuts with various kinds of topping and filling.

Finally, the students had their chance to make their own donuts. The baker only gave each them a piece of yellow dough and some flour. Amazingly, the students could make their own donuts.

9 *Where did the students go last week?*

- a. To SMP Perdamaian Surabaya
- b. To Valerie's Plaza
- c. To Mister Ringo
- d. To Ring Master Donuts & Coffee

10 Why did they visit there?

- a. To have some meals
- b. To enjoy the special donuts
- c. To learn how to make donuts
- d. To see the process of making donuts

11 Which of the followings are the things done by the students?

- a. They went to the kitchen, made the donuts and tried to sell them.
- b. They made the donuts, restore them and ate them with some coffee
- c. They listened to the story, went to the kitchen and made their own donuts
- d. They listened to the story, had some donuts and tried to make them

12 Did Mister Ringo give the students any donuts?

- a. No, they did
- b. Yes, he did
- c. Yes, they didn't
- d. No, he didn't

G. Method of Learning

- Experience Text Relationship

H. The learning Steps

1. Pre-teaching

- Orientation:
Focusing the students' attention to something interesting.
- Apperception:
Building the students' understanding about the thing by asking yes/no questions. Then asking the students wh- questions.
- Motivation
Giving motivation to the students
- Giving reference
Giving material to the students.

2. Whilst Teaching

Exploration:

- Asking questions to the students about their self bad experience
 - Taking a bad experience from a student to be discussed more.
 - Asking about what, when, where, and how the experience happened.
 - Asking the other students to give comment.
 - Giving a recount text to the students
 - Asking the students to read the text.
 - Asking the students to look for the difficult words to be explained.
 - Asking the students to relate the information in the text with their self experience.
-
- Asking questions to the students about their self visiting places experience
 - Taking a visiting places experience from a student to be discussed more.
 - Asking about what, when, where, and how the experience happened.
 - Asking the other students to give comment.
 - Giving a recount text to the students
 - Asking the students to read the text.
 - Asking the students to look for the difficult words to be explained.
 - Asking the students to relate the information in the text with their self experience.
-
- Asking questions to the students about their self cooking experience
 - Taking a cooking experience from a student to be discussed more.
 - Asking about what, when, where, and how the experience happened.
 - Asking the other students to give comment.
 - Giving a recount text to the students
 - Asking the students to read the text.
 - Asking the students to look for the difficult words to be explained.
 - Asking the students to relate the information in the text with their self experience.

Elaboration:

- Asking the students to answer the questions.
- Asking the students to correct their work.

- Asking the students to look for new recount text in the book in library or internet.
- Asking the students to make short resume that have been modified related to their experience.

Confirmation:

- Giving feedback for the students' performance.
- Doing reflection.
- Facilitating the students to ask about the difficulties in studying the material.

Post teaching

1. Asking the students to study at home.
2. Saying good bye.

Scoring :

Answering question, oral, performance, assesment.

Learning source

Doddy, Ahmad , Effendi.(2008). *Developing English Competencies*. Jakarta:

National Education Deaprtment Book Printing.

Kudus, May 2014

Acknowledged by,

The Headmaster of MA Ismailiyyah

The English Teacher

Drs. H. Afifurrohman, M.Pd.I

Nur Khoidah Khayati
NIM 200732269



LESSON PLAN 2

School : MA Ismailiyyah Nalumsari Jepara
Subject : English
Class/semester : X / 2
Time Allocation : 2 x 45 minutes
Material : Recount Text

B. Standard Competence

Reading

Understanding the meaning of functional text and short simple essay like recount, narrative, and procedure in daily activity in context and to assess knowledge

B. Basic Competence

Basic Competence

Responding the meaning and rhetoric accurately, fluently and acceptable in very simple essay that related with close environment in form of *recount, narrative and procedure*

C. Indicator

- Identifying the communicative purpose of the recount text
- Identifying the meaning of the sentences in the recount text
- Identifying the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

D. Objective of Learning

After the students study recount text, they will be able to:

- Identify the communicative purpose of the recount text
- Identify the meaning of the sentences in the recount text
- Identify the information/contents, and events in the recount text
- Relate the information in the recount text with their self experience.

E. Character Building

Confidence

Curious

Disciplines

Responsible

F. Material

Vacation to London

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London. They boarded a large Boeing flight. The flight was nearly fourteen hours.

On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two week in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.

- Who had vacation to London?

- a. Mr. Richard and his wife.
- b. Mr. Richard family.
- c. Mr. Richard and his son.
- d. Mr. Richard and his daughter.
- Why did they go to the British Embassy? Because,
 - a. They wanted to make passport.
 - b. They had booked fourteen days tour.
 - c. They searched travel agent and booked their tickets
 - d. They wanted to make visas.
- **They** gave them food and drink. The word “they” refers to....
 - a. The pilot.
 - b. Mr. Richard family.
 - c. All staff of plane
 - d. The passenger.
- who gave treatment with polite manner to Mr. Richard family?
 - a. The security officer of Heathrow Airport.
 - b. The officer of Heathrow Airport.
 - c. The taxi driver in Heathrow Airport.
 - d. The customer service of Heathrow Airport.
- how can the visitors get in their room?
 - a. They should enter password.
 - b. They must unlock the door with a key.
 - c. They must unlock the door with a key-card.
 - d. They should ask help to the waiter.

Dating with Girlfriend

Five years ago, I had a girlfriend. We had been dating each other for years, since we were high school students. We loved each other.

Unfortunately, her parents never approved of our relationship ever since the very first time. My family, anyhow, didn't really mind. At first, I thought my girlfriend had the power to defend our love. But then she surrounded. She loved me and her family too. Then she said to me, "I'll be happy if my family is happy," It meant she had to get approval from her parents.

1. Unfortunately, her parents never approved of our relationship ever since the very first time
What is the synonym of the word?
 - A. Delimited
 - B. Astonished
 - C. Accepted
 - D. Trouble
 - E. Connection
2. what was the girl decision of their relationship?
 - a. She continued to love her boyfriend
 - b. She wanted to marry with her boyfriend
 - c. She keep make good relationship with her boy friend.
 - d. She refused to continue their relationship.
 - e. She decided to marry with her boyfriend
3. What is the end of the story?
 - A. They got married
 - B. Happy ending
 - C. Their parents approved their relationship
 - D. They kept continue their relationship
 - E. Sad ending

G. Method of Learning

- Experience Text Relationship

H. The learning Steps

1. Pre-teaching

- Orientation:
Focusing the students' attention to something interesting
- Apperception:
Building the students' understanding about the thing by asking yes/no questions. Then asking the students wh- questions
- Motivation
Giving motivation to the students
- Giving reference
Giving material to the students

2. Whilst Teaching

Exploration:

- Asking questions to the students about their self visiting places experience
 - Taking a visiting places experience from a student to be discussed more.
 - Asking about what, when, where, and how the experience happened.
 - Asking the other students to give comment.
 - Giving a recount text to the students
 - Asking the students to read the text.
 - Asking the students to look for the difficult words to be explained.
 - Asking the students to relate the information in the text with their self experience.
-
- Asking questions to the students about their self friendship experience
 - Taking a friendship experience from a student to be discussed more.
 - Asking about what, when, where, and how the experience happened.
 - Asking the other students to give comment.
 - Giving a recount text to the students
 - Asking the students to read the text.
 - Asking the students to look for the difficult words to be explained.
 - Asking the students to relate the information in the text with their self experience.

Elaboration:

- Asking the students to answer the questions.
- Asking the students to correct their work.
- Asking the students to look for new recount text in the book in library or internet.
- Asking the students to make short resume that have been modified related to their experience.

Confirmation:

- Giving feedback for the students' performance.
- Doing reflection.
- Facilitating the students to ask about the difficulties in studying the material.

Post teaching

3. Asking the students to study at home.
4. Saying good bye.

Scoring :

Answering question, oral, performance, assesment.

Learning source

Doddy, Ahmad , Effendi.(2008). *Developing English Competencies*. Jakarta:

National Education Deaprtment Book Printing.

Kudus, May 2014

Acknowledged by,

The Headmaster of MA Ismailiyyah

The English Teacher

Drs. H. Afifurrohman, M.Pd.I

Nur Khoidah Khayati

NIM 200732269



LESSON PLAN 3

School : MA Ismailiyyah Nalumsari Jepara
Subject : English
Class/semester : X / 2
Time Allocation : 2 x 45 minutes
Material : Recount Text

C. Standard Competence

Reading

Understanding the meaning of functional text and short simple essay like recount, narrative, and procedure in daily activity in context and to assess knowledge

B. Basic Competence

Basic Competence

Responding the meaning and rhetoric accurately, fluently and acceptable in very simple essay that related with close environment in form of *recount, narrative and procedure*

C. Indicator

- Identifying the communicative purpose of the recount text
- Identifying the meaning of the sentences in the recount text
- Identifying the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

D. Objective of Learning

After the students study recount text, they will be able to:

- Identify the communicative purpose of the recount text
- Identify the meaning of the sentences in the recount text
- Identify the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

E. Character Building

Confidence

Curious

Disciplines

Responsible

F. Material

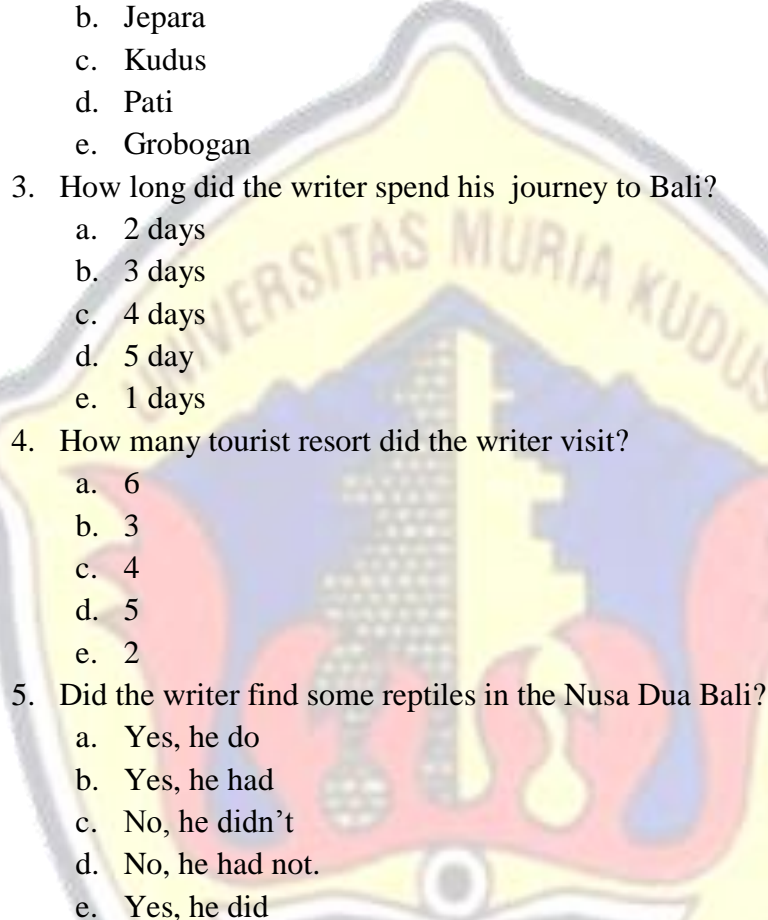
A STUDY TOUR TO BALI

I was in senior high school when at the first time I went to Bali Island. I went there with my teachers and my friends. It was a study tour actually. My teacher, my class friends, and I were in the same bus. We left our school at 8 a.m.

The journey from Pati to Bali took a day. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding. But I felt that all of my tiredness gone all of sudden when we arrived at the Sanur Beach. It was still morning, I saw a sun rise which was so beautiful. Then we were drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We could play parasailing, banana boat, and so on. But I chose to go to a little island which had a lot of reptile there. There were snake, turtles, etc. The scenery was so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which were so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I did not know the story on it. At last, we went to the Sosro Company. We learned a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it took a lot of my energy, I felt so happy because I spent all of my time with my friends.

1. Where did the writer see sun rise?

- 
- a. Nusa Dua Beach
b. GWK
c. Sanur Beach
d. Waterfall Tawangmangu
e. Kuta Beach
2. Where was the writer's school?
a. Rembang
b. Jepara
c. Kudus
d. Pati
e. Grobogan
3. How long did the writer spend his journey to Bali?
a. 2 days
b. 3 days
c. 4 days
d. 5 day
e. 1 days
4. How many tourist resort did the writer visit?
a. 6
b. 3
c. 4
d. 5
e. 2
5. Did the writer find some reptiles in the Nusa Dua Bali?
a. Yes, he do
b. Yes, he had
c. No, he didn't
d. No, he had not.
e. Yes, he did

A Visit to a Wildlife Park

I recently visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The Wildlife Park has a lot different Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.

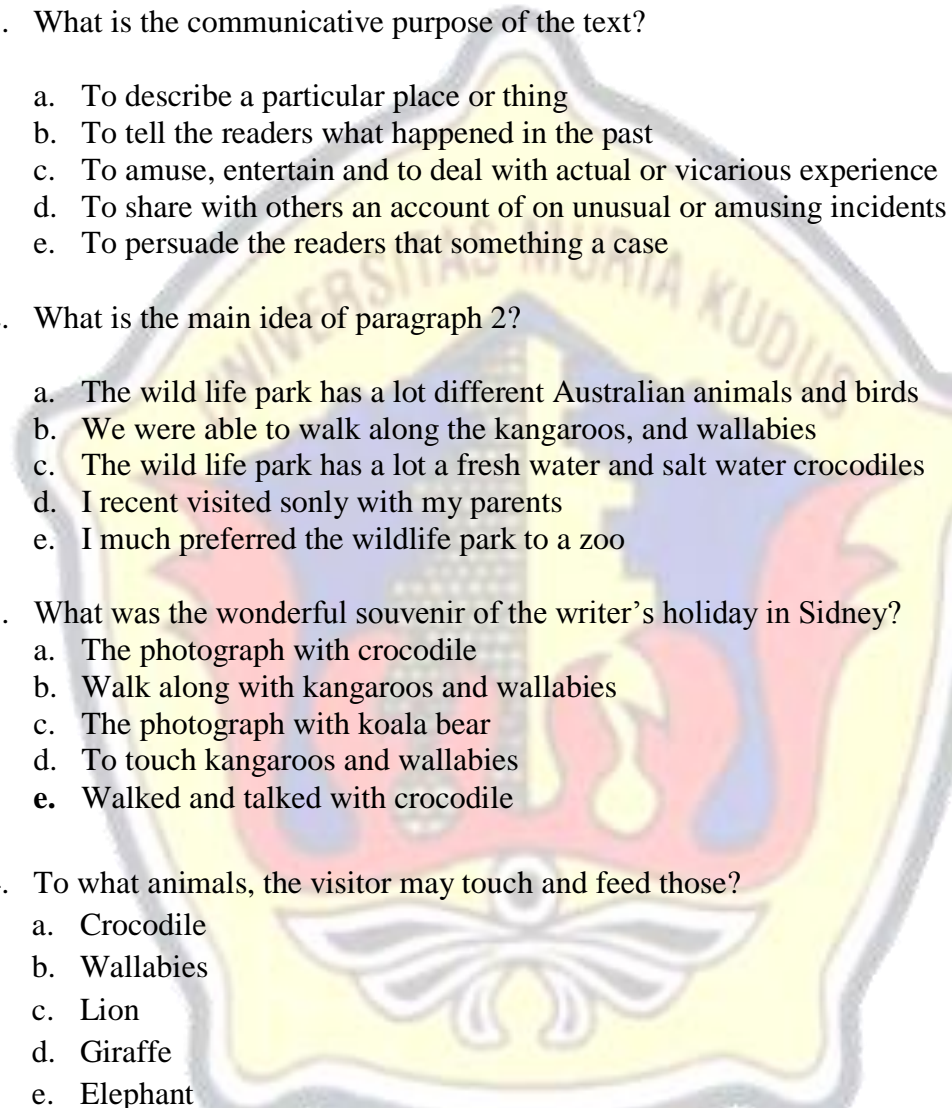
We were able to walk along the kangaroos and wallabies. We were even allowed to touch them and to feed them. It was very exciting to be very so close to them.

We saw koala bears. They looked very cuddly. I got my photograph taken with one of them. It was a wonderful souvenir of my holiday in Sydney.

We also went to see the crocodiles. The Wildlife Park has a lot of fresh water and salt-water crocodiles. Some of them were very big and scary with, huge teeth. I did not get very close to them.

We also visited the aviary. There were some very colorful birds there. I really liked an old parrot which could talk.

I wish we could have spent more time in the Wildlife Park. There was so much to see.

1. What is the communicative purpose of the text?
 - a. To describe a particular place or thing
 - b. To tell the readers what happened in the past
 - c. To amuse, entertain and to deal with actual or vicarious experience
 - d. To share with others an account of on unusual or amusing incidents
 - e. To persuade the readers that something a case
 2. What is the main idea of paragraph 2?
 - a. The wild life park has a lot different Australian animals and birds
 - b. We were able to walk along the kangaroos, and wallabies
 - c. The wild life park has a lot a fresh water and salt water crocodiles
 - d. I recent visited sonly with my parents
 - e. I much preferred the wildlife park to a zoo
 3. What was the wonderful souvenir of the writer's holiday in Sidney?
 - a. The photograph with crocodile
 - b. Walk along with kangaroos and wallabies
 - c. The photograph with koala bear
 - d. To touch kangaroos and wallabies
 - e. Walked and talked with crocodile
 4. To what animals, the visitor may touch and feed those?
 - a. Crocodile
 - b. Wallabies
 - c. Lion
 - d. Giraffe
 - e. Elephant
- 
- A large, faint watermark of the Universitas Mitra Kudus logo is visible in the background. The logo is a shield-shaped emblem with a yellow background, featuring a red and blue design and the text 'UNIVERSITAS MITRA KUDUS' at the top.

G. Method of Learning

- Experience Text Relationship

H. The learning Steps

1. Pre-teaching

- Orientation:
Focusing the students' attention to something interesting
- Apperception:
Building the students' understanding about the thing by asking yes/no questions. Then asking the students wh- questions
- Motivation
Giving motivation to the students
- Giving reference
Giving material to the students

2. Whilst Teaching

Exploration:

- Asking questions to the students about their self Bali tour experience
- Taking Bali tour experience from a student to be discussed more.
- Asking about what, when, where, and how the experience happened.
- Asking the other students to give comment.
- Giving a recount text to the students
- Asking the students to read the text.
- Asking the students to look for the difficult words to be explained.
- Asking the students to relate the information in the text with their self experience.
- Asking questions to the students about their self visiting zoo experience
- Taking a visiting zoo experience from a student to be discussed more.
- Asking about what, when, where, and how the experience happened.
- Asking the other students to give comment.
- Giving a recount text to the students
- Asking the students to read the text.
- Asking the students to look for the difficult words to be explained.

- Asking the students to relate the information in the text with their self experience.

Elaboration:

- Asking the students to answer the questions.
- Asking the students to correct their work.
- Asking the students to look for new recount text in the book in library or internet.
- Asking the students to make short resume that have been modified related to their experience.

Confirmation:

- Giving feedback for the students' performance.
- Doing reflection.
- Facilitating the students to ask about the difficulties in studying the material.

Post teaching

5. Asking the students to study at home.
6. Saying good bye.

Scoring :

Answering question, oral, performance, assesment.

Learning source

Doddy, Ahmad , Effendi.(2008). *Developing English Competencies*. Jakarta:

National Education Deaprtment Book Printing.

Kudus, May 2014

Acknowledged by,

The Headmaster of MA Ismailiyyah

The English Teacher

Drs. H. Afifurrohman, M.Pd.I

Nur Khoidah Khayati
NIM 200732269



LESSON PLAN 4

School : MA Ismailiyyah Nalumsari Jepara
Subject : English
Class/semester : X / 2
Time Allocation : 2 x 45 minutes
Material : Recount Text

D. Standard Competence

Reading

Understanding the meaning of functional text and short simple essay like recount, narrative, and procedure in daily activity in context and to assess knowledge

B. Basic Competence

Basic Competence

Responding the meaning and rhetoric accurately, fluently and acceptable in very simple essay that related with close environment in form of *recount, narrative and procedure*

C. Indicator

- Identifying the communicative purpose of the recount text
- Identifying the meaning of the sentences in the recount text
- Identifying the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

▪ Objective of Learning

After the students study recount text, they will be able to:

- Identify the communicative purpose of the recount text
- Identify the meaning of the sentences in the recount text
- Identify the information/contents, and events in the recount text
- Relating the information in the recount text with their self experience

▪ **Character Building**

Confidence

Curious

Disciplines

Responsible

▪ **Material**

My Time with Sandy

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn't walk away; I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn't be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn't come in, so I thought she maybe went inside my neighbor's house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn't find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke us early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn't. My teacher would always look at me and ask why I was crying. Even my friends were crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

1. What did the writer's mom do to support the writer?

- A. She gave the writer money
- B. She slept with the writer
- C. She was trying to find a new cat on the internet
- D. She supported to the policeman
- E. She bought a new cat

2. How the cat could get lost?

- A. The cat played with another cat.
- B. The neighbor kept the cat in his/her house.
- C. Someone took the cat to the remote area.
- D. The thief took the cat.
- E. The writer's mom let the cat out one night

3. What is the main idea of third paragraph?

- A. The writer let Sandy out.
- B. The writer's mom and dad went outside to look for Sandy.
- C. I went to bed hoping she was safe.
- D. Sandy would back tomorrow.
- E. The writer's mom let Sandy out.

4. what did the writer do to erase her lonely.

- a. She looked for a new cat in the store.
- b. She cried in her room.
- c. She saw her cat picture
- d. She asked her mom to give her a new cat.
- e. She visited the cat's grave.

5. what did the writer think about her cat?

- a. The cat never came back again.
- b. The cat was still alive
- c. The cat would stay in heaven
- d. There will be a new cat as replacement.

- e. The cat became a ghost.

G. Method of Learning

- Experience Text Relationship

H. The learning Steps

1. Pre-teaching

- Orientation:
Focusing the students' attention to something interesting.
- Apperception:
Building the students' understanding about the thing by asking yes/no questions. Then asking the students wh- questions.
- Motivation
Giving motivation to the students
- Giving reference
Giving material to the students.

2. Whilst Teaching

Exploration:

- Asking questions to the students about their experience with pets
- Taking an experience about pets from a student to be discussed more.
- Asking about what, when, where, and how the experience happened.
- Asking the other students to give comment.
- Giving a recount text to the students
- Asking the students to read the text.
- Asking the students to look for the difficult words to be explained.
- Asking the students to relate the information in the text with their self experience.

Elaboration:

- Asking the students to answer the questions.

- Asking the students to correct their work.
- Asking the students to look for new recount text in the book in library or internet.
- Asking the students to make short resume that have been modified related to their experience.

Confirmation:

- Giving feedback for the students' performance.
- Doing reflection.
- Facilitating the students to ask about the difficulties in studying the material.

Post teaching

7. Asking the students to study at home.
8. Saying good bye.

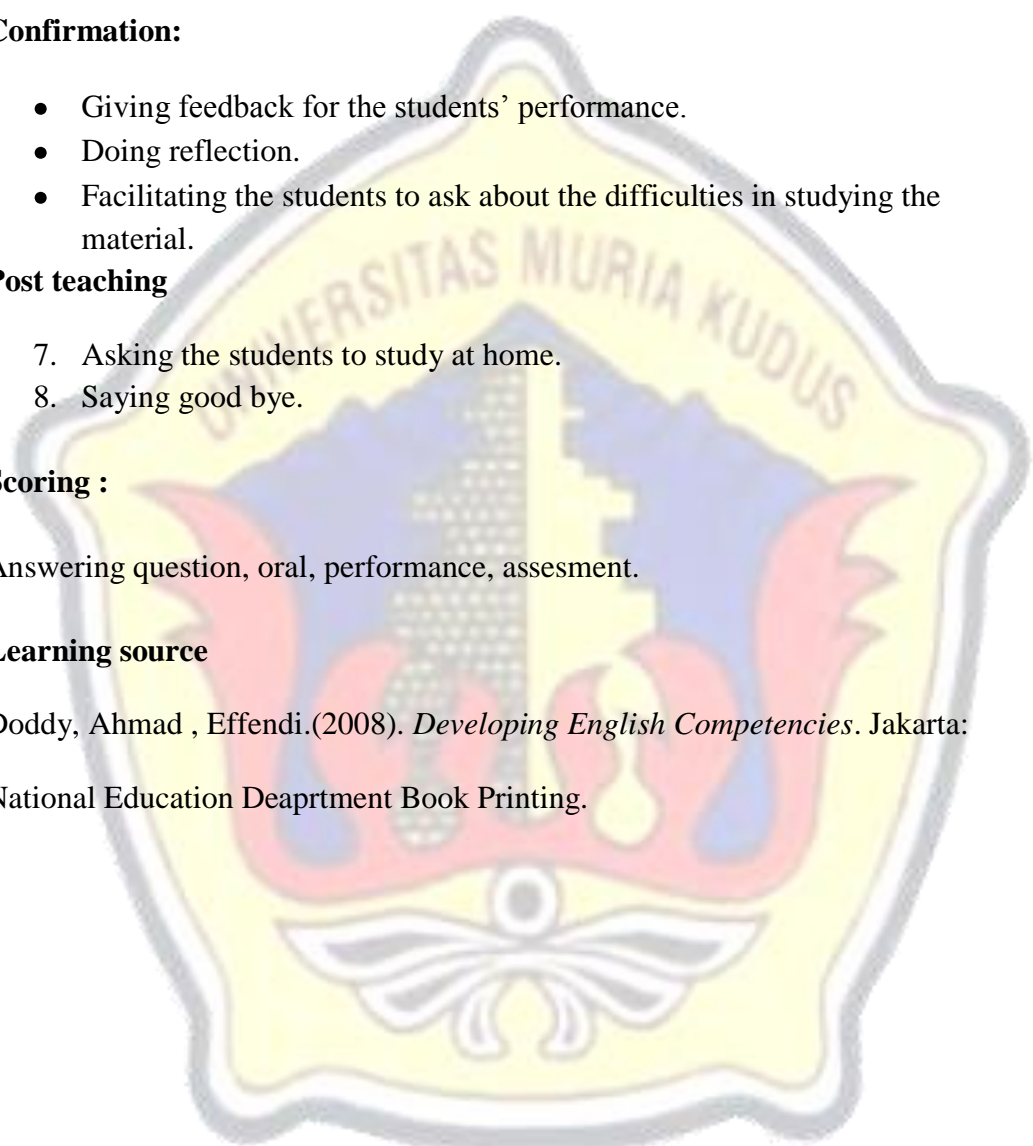
Scoring :

Answering question, oral, performance, assesment.

Learning source

Doddy, Ahmad , Effendi.(2008). *Developing English Competencies*. Jakarta:

National Education Deaprtment Book Printing.



Kudus, May 2014

Acknowledged by,

The Headmaster of MA Ismailiyyah

The English Teacher

Drs. H. Afifurrohman, M.Pd.I

Nur Khoidah Khayati

NIM 200732269



Appendix 3

Name	
Class	
No.	
Score	

Choose the answer by crossing (X) a, b, c, d, or e

Text 1 is for questions number 1 to 5.

Last month, my brother and I traveled to Yogyakarta. We went there by train. In the train, I sat near two foreign tourists who came from America. I introduced to them. Their names were George and Robert. Really, they liked that introducing and asked for me to be a guide to visit many tourist objects in Yogyakarta. They promised to pay all my travels. Of course I liked it very much, because I have understood enough about Yogyakarta. My grandparents lived there. My brother phoned our uncle soon if we visited Yogyakarta, but we became a guide first.

The train stopped at Tugu station. We went to Malioboro first. We just walked to malioboro because it was near enough. George and Robert bought many souvenirs. Then we went to a palace. We went there by pedicabs. After that we visited Yogya kembali monument by cart although it was far from the palace. George wanted it to enjoy the situation at Yogyakarta. At last we went to parangtritis beach by bus. We arrived there at a half past five in the evening. We saw sunset. After satisfied, George invited us to stay in a hotel near the beach. My brother and I went home in the next morning.

It was the nicest travel to Yogyakarta that I had done. I had been a guide for foreign tourists that I never thought about it before.

1. Who traveled to Yogyakarta?
 - a. My brother
 - b. Foreigner
 - c. George
 - d. Robert
 - e. The writer and his brother
2. How did the writer and his brother go there?
 - a. By car
 - b. By train
 - c. By bus
 - d. By plane
 - e. By pedicab
3. What did George and Robert ask the writer and his brother to be?
 - a. A private driver
 - b. A pen pall
 - c. A friendship

- d. A guide
- e. An assistant
- 4. What did the writer do in the last tourism object that visited by him?
 - a. He played sand on the beach
 - b. He saw the beautiful view
 - c. He saw the sunset
 - d. He took pictures with his brother
 - e. He waited the sunset
- 5. How many places did the writer and his brother visited?
 - a. Three places
 - b. Four places
 - c. Five places
 - d. Six places
 - e. Seven places

Text 2 is for questions number 6 to 8

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

- 6. Which of the following statements is true?
 - a. Malioboro is very far from Dirgahayu hotel
 - b. The writer left for Jakarta on Friday
 - c. The writer and the students went to Jogjakarta for having a research
 - d. The writer went to Borobudur first and then to Kraton
 - e. The writer was very disappointed with the guide
- 7. The text above mainly discusses about ...
 - a. The writer's trip to Jogjakarta
 - b. The writer's first visit to Prambanan
 - c. The writer's impression about the guide
 - d. The writer's impression about Borobudur
 - e. The writer's experience at Kraton
- 8. Which temple was being renovated?

- a. Borobudur
- b. Syiwa
- c. Brama
- d. Wisnu
- e. Syiwa and Wisnu

Text 3 is for questions number 9 to 13

Last week, my friend and I rode our bikes to the beach. It was only five kilometers from our houses.

It was quite windy and there was hardly anyone there. It surprised us because there were always many people coming there on the weekend. So, we had the beach on our own. We bought some hot chips, rode our bikes, played in the water and sat under the trees. We really had a great time.

9. Where did the story happen?
 - a. in a house
 - b. in a water
 - c. in a garden
 - d. at the store
 - e. at the beach
10. How did they go to the beach?
 - a. by bicycles
 - b. by car
 - c. by pedicap
 - d. by bus
 - e. by boat
11. Who did the writer and his friend find when they reached the beach?
 - a. many people
 - b. many visitors
 - c. many foods
 - d. almost no one
 - e. foreign tourist
12. How did the writer think about the trip?
 - a. It was an unpleasant trip
 - b. It was a horrible trip
 - c. It was beautiful trip
 - d. It was a funny trip
 - e. It was a good trip
13. "It was only five kilometers from our houses." (line 1). The word "It" refers to
 - a. bike
 - b. chip
 - c. market
 - d. beach
 - e. House

Text 4 is for questions number 14 to 15

One day, I had to teach a new English class. I read the list of new students' names. It was kiddies' group since they were about 9 and 10 years old. That was

the first day of The Spanish carnival, so I wanted to wear the most appropriate suit for the children's class. Most kids usually dress up at carnival I thought. It would be more interesting if their teacher was also in carnival spirit. That was why I decided to wear my teddy bear suit and bring cuddly toys in my box. And that was what I did. I walked through the door happily. The director watched me completely astonished. I smiled and looked straight at her. With a man beside her, she said, " Good afternoon. I'd like to introduce you to Mr. Mendez, the director of Delta company. He is one of the participants of English course that you will teach today."

Oh my God! I nearly died! The secretary apologized to me for wrong details of my new class.

14. The secretary apologized to the writer because.....
- a. The writer wore his teddy bear suit
 - b. She did not remember the carnival day
 - c. She did not know Mr. Mendez was in the class
 - d. She has given the wrong details of the new class
 - e. She will teach Mr. Mendez at the day
15. Who is the main character in the story?
- a. The writer
 - b. Mr. Mendez
 - c. The kids
 - d. The director
 - e. The secretary

Text 5 is for questions number 16 to 20

On Thursday 24 April we went to the Botanical Gardens. We walked down and boarded the bus.

After we arrived at the garden, we walked down to the Education Centre. The third grade students went to have a look around. First, we went to the first farm and Mrs. James read us some information. Then, we looked at all the lovely plants. After that we went down to a little spot in the Botanical Garden and had a morning tea break. Next, we did sketching and then we met the fourth grade students at the Education Centre to have lunch. Soon after that, it was time for us to go and make our terrariums while the fourth year students went to have walk.

A lady took us into special room and introduced herself, then she explained what we were going to do. Next, she took us to a pyramid terrarium. It was really interesting.

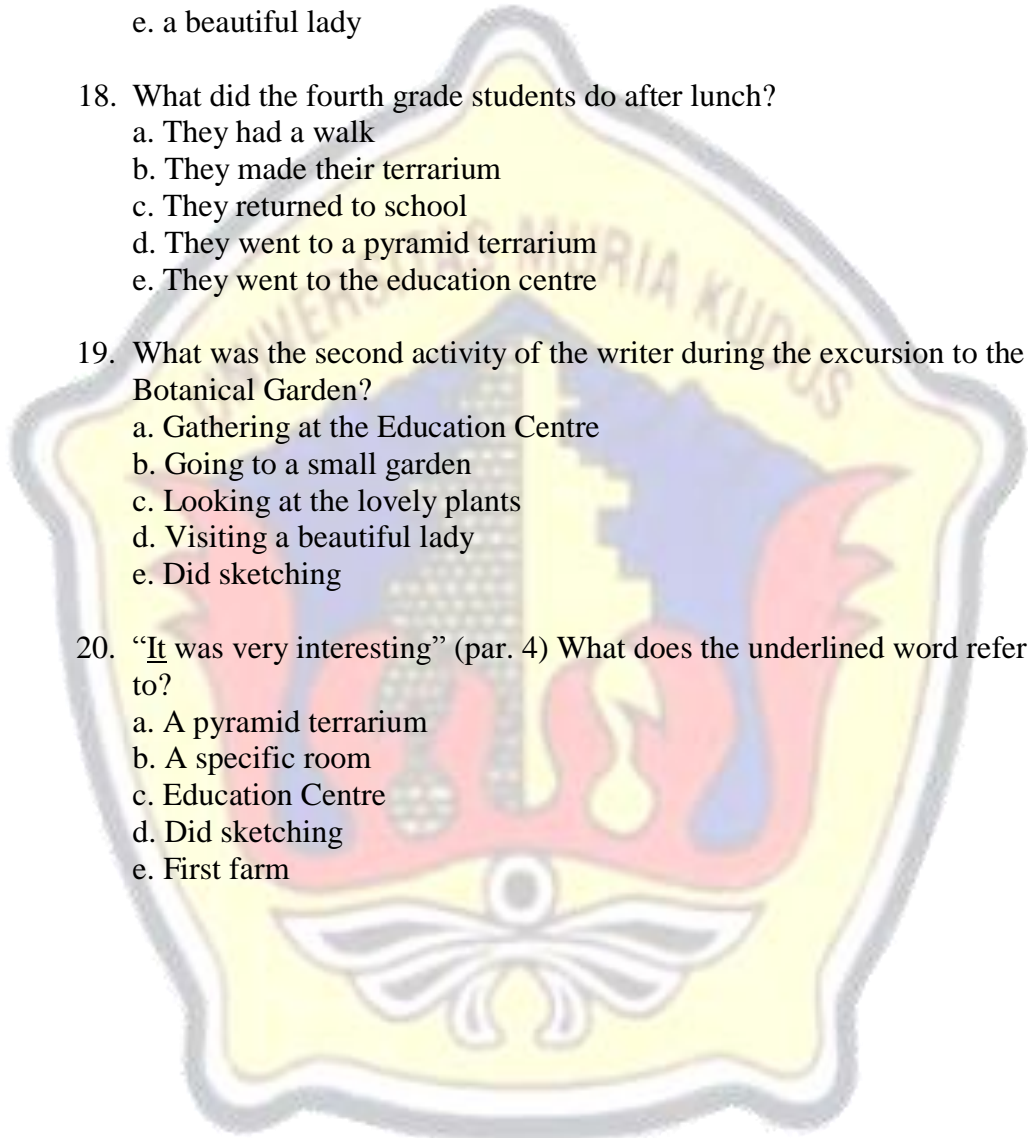
After we had finished, we met the fourth grade students outside the gardens.

Then we reboarded the bus and returned to school.

16. Most events mentioned in the text happened....
- a. at the Education Centre
 - b. in the botanical garden
 - c. on the bus to Botanical Garden

- d. outside the school
- e. in the garden's school

17. The writer of the text is....
- a. a fourth grade students
 - b. a school teacher
 - c. a third grade students
 - d. Mr. and Mrs. James
 - e. a beautiful lady
18. What did the fourth grade students do after lunch?
- a. They had a walk
 - b. They made their terrarium
 - c. They returned to school
 - d. They went to a pyramid terrarium
 - e. They went to the education centre
19. What was the second activity of the writer during the excursion to the Botanical Garden?
- a. Gathering at the Education Centre
 - b. Going to a small garden
 - c. Looking at the lovely plants
 - d. Visiting a beautiful lady
 - e. Did sketching
20. "It was very interesting" (par. 4) What does the underlined word refer to?
- a. A pyramid terrarium
 - b. A specific room
 - c. Education Centre
 - d. Did sketching
 - e. First farm



KEY ANSWERS

1. E
2. B
3. D
4. C
5. B
6. B
7. A
8. D
9. E
10. A
11. A
12. D
13. D
14. D
15. A
16. A
17. C
18. A
19. C
20. A



Appendix 4

**TABLE OF CONTENT VALIDITY OF THE TRY-OUT, PRE-TEST and POST-TEST
OF THE TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA
IN THE ACADEMIC YEAR 2013/2014
TAUGHT BY USING EXPERIENCE-TEXT-RELATIONSHIP METHOD**

Standard Competence	Basic Competence	Indicators	Materials	Item Numbers	Total Items
11. understanding the meaning of functional text and short simple essay like recount, narrative, and procedure in daily activity in context and to assess knowledge.	11.2. Responding the meaning and rhetoric accurately, fluently and acceptable in very simple essay that related with close environment in form of <i>recount, narrative and procedure</i> .	1. Identify the specific information in recount text. a. Identify the participant. b. Identify how the writer goes by. c. Identify what is the participants wants to be. d. Identify what the participants are doing. e. Identify how many places of the participants visited. f. Identify the true sentences. g. Identify main idea of the text or paragraph. h. Identify the appropriate object. i. Identify the location. j. Identify the participant. k. Identify the resolution. l. Decide the referring words.	Recount text	1,17 2, 10 3 4,18,19 5	20

		m. Decide the reason. n. Identify the main characters. o. Mention the events		6	
				7	
				8	
				9	
				11	
				12	
				13,20	
				14	
				15	
				16	

Appendix 5

THE CALCULATION OF RELIABILITY OF THE TEST
TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN ACADEMIC YEAR 2013/2014

Student	Item Number																		Odd Score	Even Score	Total	x ²	y ²	xy		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18								
1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	7	9	16	49	81	63
2	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	8	9	17	64	81	72
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	8	10	18	64	100	80
4	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	8	9	17	64	81	72
5	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	8	9	17	64	81	72
6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	9	10	19	81	100	90
7	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	7	9	16	49	81	63
8	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	8	9	17	64	81	72
9	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	9	9	18	81	81	81
10	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	8	9	17	64	81	72
11	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	7	9	16	49	81	63
12	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	8	9	17	64	81	72
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	9	10	19	81	100	90
14	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	8	9	17	64	81	72
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	8	10	18	64	100	80
16	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	8	9	17	64	81	72
17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	9	10	19	81	100	90
18	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	7	9	16	49	81	63
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	8	9	17	64	81	72
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	9	10	19	81	100	90
21	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	7	8	15	49	64	56
22	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	9	10	19	81	100	90
23	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	7	9	16	49	81	63
24	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	6	9	15	36	81	54
25	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	8	9	17	64	81	72
26	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	9	10	19	81	100	90
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	9	10	19	81	100	90
28	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	7	9	16	49	81	63
29	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	8	9	17	64	81	72
30	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	8	10	18	64	100	80
Total																					239	279	518	1923	2603	2231

Appendix 6

THE CALCULATION INDEX OF RELIABILITY (THE TEST OF THE TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN THE ACADEMIC YEAR 2013/2014)

$$r_{xy} = \frac{N \sum xy - \sum x (\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{30 \cdot 2231 - 239 \cdot 279}{\sqrt{30 \cdot 1923 - 239^2} \cdot \sqrt{30 \cdot 2603 - 279^2}}$$

$$r_{xy} = \frac{66930 - 66681}{\sqrt{57690 - 57121} \cdot \sqrt{78090 - 77841}}$$

$$r_{xy} = \frac{249}{\sqrt{569} \cdot \sqrt{249}}$$

$$r_{xy} = \frac{249}{141681}$$

$$r_{xy} = \frac{249}{376,40}$$

$$r_{xy} = 0.66$$

After calculating r_{xy} , then it was calculated by using spearman brown formula. The calculation is as follow:

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2 \cdot 0.66}{1 + 0.66}$$

$$r_{11} = \frac{1.32}{1.66}$$

$$r_{11} = 0.79$$

Based on the result above, the $r_{11} = 0.79$. It can be conclude that *The reliability of the test is Highly Reliable*

Appendix 7

**THE TABLE OF DIFFERENT SCORE BETWEEN PRE-TEST AND
POST-TEST OF THE READING COMPREHENSION OF THE TENTH
GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN
THE ACADEMIC YEAR 2013/2014 BEFORE AND AFTER BEING
TAUGHT BY USING EXPERIENCE-TEXT-RELATIONSHIP (ETR)
METHOD**

Students' Code	Pre- test Score	Post-test Score	D	D²
1	15	35	20	400
2	75	95	20	400
3	55	90	35	1225
4	45	65	20	400
5	70	100	30	900
6	15	25	10	100
7	5	10	5	25
8	60	85	25	625
9	50	90	40	1600
10	70	85	15	225
11	55	65	10	100
12	60	90	30	900
13	65	85	20	400
14	30	65	35	1225

15	65	90	25	625
16	25	45	20	400
17	35	45	10	100
18	65	100	35	1225
19	70	80	10	100
20	15	35	20	400
21	55	85	30	900
22	30	60	30	900
23	55	85	30	900
24	45	65	20	400
25	75	100	25	625
26	15	35	20	400
27	15	50	35	1225
28	60	70	10	100
29	50	70	20	400
30	55	65	10	100
Σ			675	17325

Appendix 8

Value of t-table for Any Number Degree of Freedom											
	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Source: Table III of Fisher & Yates: Statistical Tables for Biological, Agricultural and Medical Research, published by Longman Group Ltd. London (1974), 6th edition (previously published by Oliver & Boyd Ltd. Edinburgh.



YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK Gondangmanis Bae Kudus PO..Box 53 Phone/Fax. 0291-438229

STATEMENT

Name : Nur Khoidah Khayati
NIM : 2007-32-269
Study Program : English Education Department
Skripsi Title : The Reading Comprehension of the Tenth Grade Students of MA
Ismailiyyah Nalumsari Jepara in the Academic Year 2013/2014
Taught by Using Experience-Text-Relationship (ETR) Method

state that this skripsi in indeed the scientific work of mine not that of others. I only make
some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement

Kudus, August 2014



The Researcher

Nur Khoidah Khayati

Nur Khoidah Khayati was born in Jepara on December 7th. Now, she lives with her family at Jepara. She is Mr. Musthofa Bisri and Mrs. Ummi Sholikhah first daughter. She has one brother and three sisters.

She start graduated from Elementary School in SD Negeri 2 Jepara, and then she continued her study in SLTP A. Wahid Hasyim Tebuireng Jombang and graduated in 2004, after that she continued her study in SMA Islam Singosari Malang graduated in 2007. Then she decided to continue her study at Muria Kudus University majoring the study program of English Education Department 2007.





YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Gondangmanis Bae, Kudus PO. BOX 53, Telepon (0291) 438229, Fax. (0291) 437198

No. : 1780/FKIP-UMK/B.09.1058/IX/2014
Lamp. : -
Hal : Permohonan Izin Penelitian

06 September 2014

Yth. Kepala
MA ISMAILIYYAH NALUMSARI
di -
JEPARA

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

Nama : **NUR KHOIDAH KHAYATI**
NIM : 2007 - 32 - 269
Fakultas/Progdi : FKIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul, "**THE READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN THE ACADEMIC YEAR 2014 / 2015 TAUGHT BY USING EXPERIENCE - TEXT RELATIONSHIP (ETR) METHOD**"

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/Ibu berkenan memberikan izin mahasiswa di atas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak/Ibu, kami sampaikan terima kasih.



Dr. Drs. Slamet Utomo, M.Pd.
NIP. 19621219-198703-1-015



YAYASAN PENDIDIKAN ISLAM
MADRASAH ALIYAH "ISMAILIYYAH"
NALUMSARI JEPARA

Alamat : Jl. Raya Nalumsari No. 24 Nalumsari Jepara 59466 Jawa Tengah
Telp. ☎ 085726748133 Email : ma_ismailiyyah@yahoo.co.id

SURAT KETERANGAN
Nomor 186/Ka.MA.Is/SK/IX/2014

Yang betanda tangan di bawah ini :

Nama : Drs. H. AFIFURROHMAN
NIP : -
Jabatan : Kepala Madrasah Aliyah Ismailiyyah Nalumsari

Menerangkan dengan sesungguhnya bahwa :

Nama : NUR KHOIDAH KHAYATI
NIM : 2007-32-269
Jurusan : FKIP
Prodi : Pendidikan Bahasa Inggris

Benar-benar datang dan mengadakan penelitian di MA. Ismailiyyah Nalumsari Jepara untuk menyusun skripsi dengan judul **" THE READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN THE ACADEMIC YEAR 2014/2015 TAUGHT BY USING EXPERINCE – TEXT RELATIONSHIP (ETR) METHOD "**

Demikian surat keterangan ini kami buat dengan sebenarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Jepara, 10 September 2014

Kepala Madrasah Aliyah
Ismailiyyah



[Signature]
Drs. H. Afifurrohman, M.Pd.I
NIP. -

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini :

Nama : Fajar Kartika, S.S., M.Hum
NIP/NIS : 0610701000001191
Jabatan : Pembimbing I

Nama : Titis Sulistyowati, S.S., M.Pd
NIP/NIS : 19810402 200501 2 001
Jabatan : Pembimbing II

Menerangkan bahwa

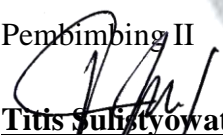
Nama : Nur Khoidah Khayati
NIM : 2007 32 269
Program Study : Pendidikan Bahasa Inggris

Telah menyelesaikan bimbingan skripsi dengan judul :

THE READING COMPREHENSION OF THE TENTH GRADE STUDENTS OF MA ISMAILIYYAH NALUMSARI JEPARA IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING EXPERIENCE-TEXT-RELATIONSHIP (E-T-R) METHOD

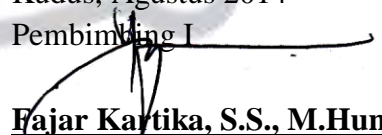
Demikian surat keterangan ini dibuat sebagai syarat untuk mengajukan permohonan ujian terakhir.

Pembimbing II


Titis Sulistyowati, S.S., M.Pd
NIP. 19810402 200501 2 001

Kudus, Agustus 2014

Pembimbing I


Fajar Kartika, S.S., M.Hum
NIS. 0610701000001191

PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini :

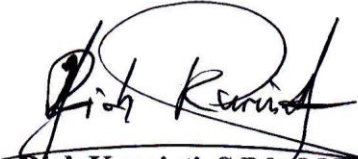
Nama : Nur Khoidah Khayati
NIM : 2007 32 269
Program Study : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi .


Bersama ini kami lampirkan hal-hal sebagai berikut.

1. Surat pernyataan mahasiswa tentang orisinilitas skripsi.
2. Surat keterangan selesai bimbingan skripsi.
3. Naskah skripsi 4 eksemplar.
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi.
5. Transkrip nilai yang telah lulus dengan IPK minimal 3.0.

Kaprodi Bahasa Inggris


Diah Kurniati, S.Pd., M.Pd.
NIS. 0610701000001190

Kudus, Agustus 2014
Pemohon


Nur Khoidah Khayati
NIM. 2007 32 269